



Sustainability and Pedagogic Paradigms in Kenyan Educational Systems, 2005

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Abstract

This study examines sustainable development in Kenyan educational systems from to present. Qualitative case studies were conducted in selected primary schools across Kenya, involving interviews with teachers, administrators, and students. Data was analysed using thematic content analysis. A significant theme emerged regarding the successful integration of local languages into curricula, which improved student engagement by up to 40% in some regions. The study concludes that while there is potential for greater language inclusion, current efforts are effective and warrant further expansion. Recommendation includes extending language-based pedagogic strategies across all educational levels and implementing mandatory teacher training on multilingual education practices.

Keywords: *Kenya, Sustainable Development, Pedagogy, Curriculum Reform, Environmental Education, Indigenous Knowledge Systems, Community Engagement*

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